



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

**Dramatic Moments in American Diplomacy.** By Ralph W. Page.  
New York: Doubleday, Page & Co., 1918. Pp. xi+284.

The book has been written because "public apathy in regard to our foreign policy and cheerful indifference shown by the majority of our people towards the Diplomatic Service has had a baleful influence upon our country." The author's purpose is not to give a chronological summary of the diplomatic achievements of the United States, but rather to present simply and clearly the most striking dramatic episodes in our foreign relations since Franklin's day. His volume, nevertheless, follows the order of time, and treats of the diplomatic history of the United States from the days of France's benevolent neutrality and of Benjamin Franklin, "the incarnation of sanity and clear sense," down to the coup d'état in Panama under Roosevelt. Not all Mr. Page's chapters give an honorable hue to the general coloring of our diplomatic relations with our foreign neighbors. Probably the most unpleasant event in the series described by the author is McKinley's attitude towards the Spanish government over the question of Cuba. Something besides politics started the Spanish war, and that something cannot be charged entirely to McKinley's lack of broad statesmanship.

The author has written to interest and to please his audience and has given his theme as many theatrical turns as possible; but the narrative is purposely "told in the language of the man in the street rather than in the dignified diction of the historian." That Mr. Page has created interest in a little known aspect of American history is certain. The book is well worth reading, and might justly be added to the Reading Books for the school-room.

---

**Syllabus Topics in American History for Seventh and Eighth Grades.** By H. E. Reed. Syracuse: Iroquois Publishing Co., 1917. Pp. 64.

This useful publication gives in topical outline the map work required in American history for the seventh and eighth grades of the New York schools. The Regents Examinations are the norm for its divisions. The essential topics are treated, and with the aid of the Syllabus the pupil can easily find his way to reference books and text-books. The careful use of the maps will prove of

great value in "fixing history in the minds of the pupils by making the work graphic. Many parts will thus be fixed which otherwise would soon be forgotten."

---

**A Syllabus of United States History, 1492-1916.** By Homer C. Hockett and Arthur W. Schlesinger. Columbus, Ohio, 1911. Pp. 93.

This Syllabus is an evolution from an Outline of Bassett's *Short History of the United States*, which was prepared as an aid in teaching an introductory course in United States History at the Ohio State University. The divisions of the *Syllabus* follow along the conventional lines and the ample list of References and Readings fairly covers the topics assigned for study. The entire list of books cited is not above a hundred, and in our Catholic colleges and academies where a separate course in American History is given, these books could be purchased as a working library for the students. No books dealing with the history of the Church are included, but references to them can be easily supplied by the teacher.

---